

HOLY TRINITY CATHOLIC ACADEMY
PE MEDIUM TERM PLAN OVERVIEW - DANCE

INTENT:

Develop active and healthy lifestyles in all children;
To engage children in a range of different sporting and physical activities;
To develop the children's physical, emotional and social wellbeing.

EYFS – Our PE curriculum learning journey begins in the Early Years' Foundation Stage's 'Physical Development'; curriculum and all subsequent learning is built upon these foundations.
(See Separate EYFS Medium Term Plans for further detail)

During the Nursery, almost all children will be able to:

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
Go up steps and stairs, or climb up apparatus, using alternate feet.
Skip, hop, stand on one leg and hold a pose for a game like musical statues.
Use large-muscle movements to wave flags and streamers, paint and make marks.
Start taking part in some group activities which they make up for themselves, or in teams.
Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

During F2, almost all children will be able to:

Revise and refine the fundamental skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
Progress towards a more fluent style of moving with developing control and grace
Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical discipline including dance, gymnastics, sport and swimming
Combine different movements with ease and fluency
Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group
Develop overall body strength, balance, co-ordination and agility
Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming
Develop confidence, competence, precision and accuracy when engaging in activities that involve in ball

Physical Development ELG:

Gross Motor Skills

•Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

The children will have explored this through a variety of means – weekly Forest School sessions, different learning themes, stories and links to the Book of the Week, outdoor learning opportunities, continuous provision, visits etc. Links also will have been made to other aspects of the EYFS curriculum. Refer to the separate EYFS section on the website for further information.

PE KSI and 2 Overview

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Y1/2 Year A	Gymnastics Team Games – throwing & catching skills	Dance & Dance linked to Nativity Play	Yoga Team games: Kicking & dribbling	Gymnastics Team Games: Kicking & Dribbling	OAA Striking & Feilding: Cricket	Athletics Striking & Fielding: Rounders
Y1/2 Year B	Gymnastics Team Games – throwing & catching skills	Dance & Dance linked to Nativity Play	Yoga Team games: Kicking & Dribbling	Gymnastics Team Games: Kicking & Dribbling	OAA Striking & Feilding: Cricket	Athletics Striking & Fielding: Rounders
Y3/4 Year A	Gymnastics Competitive Games: Hockey	Dance Competitive Games: Handball	Circuits Competitive Games: Basketball	Competitive Games: Netball Dance linked to Easter Play	OAA Striking & Feilding: Cricket	Athletics Striking & Fielding: Rounders
Y 3/4 Year B	Gymnastics Competitive Games: Rugby	Dance Competitive Games: Football	Circuits Competitive Games: Basketball	Competitive Games: Netball Dance linked to Easter Play	OAA Striking & Feilding: Cricket	Athletics Striking & Fielding: Rounders
Y5/6 Year A	Gymnastics Competitive Games: Hockey	Dance Competitive Games: Handball	Circuits Competitive Games: Basketball	Swimming/Circuits Competitive Games: Netball	OAA/Swimming Striking & Feilding: Cricket	Swimming Athletics Striking & Fielding: Rounders
Y5/6 Year B	Gymnastics Competitive Games: Rugby	Dance Competitive Games: Football	Circuits Competitive Games: Basketball	Swimming/Circuits Competitive Games: Netball	OAA/Swimming Striking & Feilding: Cricket	Athletics Striking & Fielding: Rounders

Year	Knowledge	Vocabulary	Skills
<p>Year 1 / 2 Year A Lion King</p>	<p>To know how to warm up and cool down for dance</p> <ul style="list-style-type: none"> Each lesson and performance should begin with a warm up, to ensure the performer is physically and mentally prepared for action. Each lesson and performance should end with a cool down, to allow the body to recover more efficiently and minimise subsequent discomfort for the performer. <p>To know how to build on linked units (Gymnastics)</p> <ul style="list-style-type: none"> Dance is linked to the skills and knowledge used in gymnastic sequences using rolls, jumps and balances. The Lion King dance in particular uses lots of jumping, rolls and poses. <p>To know how to copy and repeat actions.</p> <ul style="list-style-type: none"> Talk the children through the movements by guided imagery. Look for- Do children have clear starting and finishing positions? This is also an opportunity to consider music from different cultures. Develop an understanding of counting beats in a bar and using these to trigger movement Develop understanding of animal movements and performing in character Travel- A movement from one point/place to another. Make sure the speed is controlled to maintain a quality of movement and safety. STEP- Extension -you could introduce spins and turns into the movements. Develop an understanding moving in unison linked to music <p>To know how to perform using a range of actions and body parts with some coordination.</p> <ul style="list-style-type: none"> Look for clearly performed walking, changes in speed and direction, contrasts, happy and sad movements, use of expression and control. Changes in speed should be controlled and maintain the quality of movement and safety. Gesture- the use of body to communicate feeling, mood or instruction. <p>To know how to begin to perform learnt skills with some control.</p> <ul style="list-style-type: none"> Look For- Are the movements clear, are the actions effective, are the children able to repeat their movements, are the movements controlled? To copy some animal jumps, stances, crooked knees and shuffle steps. <p>To know how to vary the speed of their actions.</p> <ul style="list-style-type: none"> To change directions and speed easily, whilst avoiding collisions- looking up, looking ahead, moving into space. To travel using different body parts, walking, jumping, balancing and running. In this dance every part of the body is used. <p>To know how to use simple choreographic devices such as unison, canon and mirroring.</p>	<p>Perform Sequence Control Pose Choreography Mirroring Improvise Evaluate Unison Canon Gesture Co-ordination Spins Facial expressions</p> <p>Skills Actions Dance copy travel move speed change</p>	<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p> <p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p>Watch and describe performances.</p> <p>Begin to say how they could improve</p>

	<ul style="list-style-type: none"> • mirroring – this technique requires dancers to do the same travel, jump, shape or balance at exactly the same time. • Canon -A movement canon occurs when dancers perform the same phrase one after the other. • Unison- is when dancers either in a duet or a group use the same movement at the same time. Unison can appear anywhere at any time in a dance and can be done for any amount of time. Unison can be any type of movement it can be something travelling or standing still, turns, gestures or falls. <p>To know how to put a sequence of actions together to create a motif.</p> <ul style="list-style-type: none"> • A motif in the sense of the performing arts (theatre, music, and dance) is a recurring or repeated concept, object, musical phrase, or movement. 		
<p>Year 1 / 2 Year B Bollywood</p> <p>(See PowerPoint)</p>	<p>To know how to warm up and cool down and stretch ready for dance</p> <ul style="list-style-type: none"> • If the body isn't stretched and warmed up dance then injuries can occur. • Children should begin to use a set of stretches and lead the class in them at parts of the lesson. <p>To know where the Bollywood dance originates from</p> <ul style="list-style-type: none"> • The term Bollywood was created by combining two names: Bombay (the city now called Mumbai) and Hollywood. • Bollywood based in Mumbai (Bombay), is India's – and the world's - largest film industry in terms of the number of films produced, and also the number of tickets sold each year. In fact, Bollywood has become so well known that it now has its own entry in the Oxford English Dictionary! <p>To know how to copy, remember and repeat actions.</p> <ul style="list-style-type: none"> • Apples in the basket • The Chop • The Elbow Pull • Bollywood Pose • These individual Bollywood movements will be practiced in isolation and then crafted together to create a motif. <p>To know how to move in time to music and to improve the timing of their actions.</p> <ul style="list-style-type: none"> • Use different movements in unison to create sequences • Change directions and speed easily, whilst avoiding collisions- looking up, looking ahead, moving into space. 	<p>Perform Sequence Control Choreography Mirroring Improvise Unison Gesture Co-ordination Spins Facial expressions</p> <p>Skills Actions Dance copy travel move speed change</p>	<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p>Watch and describe performances.</p> <p>Begin to say how they could improve</p>

	<p>To know how to change the speed and level of their actions.</p> <ul style="list-style-type: none"> • Travelling in dance. • This can involve the stationary movement of body weight from one part of the body to another or the travelling movement of a person or group from one area to another. • Different types of travelling that you can add to a sequence. Walking, crawling, skipping, hopping, bouncing, running, travelling on one or multiple body parts, travelling with a prop, travelling with partner or group. • Developing travelling in your sequence. Changing the speed of travel, changing the direction of travel, performing the travel on different levels, including different patterns of travel, linking the travelling movements together. 		
<p>Year 3 / 4 Year A James Bond</p>	<p>To know the importance of strength and flexibility for physical activity</p> <ul style="list-style-type: none"> • Stretching is just as important as daily exercise for all ages. It helps blood flow to the muscles and cartilage and helps to relax us. • Stretching creates long lean muscles required for dancers and athletes. • Stretching helps muscles to be more pliable. • Begin to get into character and feel the theme <p>To know how to perform with some awareness of rhythm and expression.</p> <ul style="list-style-type: none"> • Discuss and show appropriate clips of James Bond • Discuss actions and simulated fight scenes • Develop understanding of music rhythm and beats in the bar (4 beats in the bar) <p>To know how to begin to improvise with a partner or small group to create a simple dance.</p> <ul style="list-style-type: none"> • When children hear a song they like and begin to move to it and this is improvising. • An image from the film that resonates with the children or with the idea you want to make a dance about. • Your movement response is shaped by how your partner moves according to words that the music/ instruments from the orchestra makes you feel. <p>To know how to begin to compare and adapt movements to create a larger sequence.</p> <ul style="list-style-type: none"> • Discuss each phrase with the children to identify strengths and areas to improve throughout each phrase <p>To know how to begin to improvise independently to create a simple dance.</p> <ul style="list-style-type: none"> • Create a fighting dance phrase linked to theme. • Select a James Bond and others become 'bad guys' • Include a slow motion in the phrase which could be a reaction to a stimulus (Bomb) • Conclude the phrase in time to the music with James Bond as the last man standing 	<p>Dynamics Scene Motif Expression Rhythm Flexibility Concept Character Musical phrase Marching</p> <p>Music Theme Perform Dance Stretching Matching compare</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner</p> <p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>

<p>Year 3 / 4 Year B Aladdin</p>	<p>To know how to warm up, cool down and stretch for dance</p> <ul style="list-style-type: none"> For many dancers, a "warmup" consists of sitting on the floor stretching their legs in various positions. But this strategy only reduces your muscles' ability to work properly—it negatively affects your strength, endurance, balance and speed for up to an hour. <p>To know how to demonstrate rhythm and spatial awareness.</p> <ul style="list-style-type: none"> Space is everything that surrounds us, the objects and people as well as the emptiness we use to move around. Spatial awareness is the degree to which we comprehend the space around us, the relationship of objects in that space to one another, our understanding of how we can move through those spaces, and our relationship to the empty spaces and the objects around us. Aladdin Dance develops an understanding of space in relation to others <p>To know how to begin to vary dynamics and develop actions in response to stimuli with more precision and control.</p> <ul style="list-style-type: none"> Begin to develop Tutting and in unison Discuss variations in height, pose and implement these in groups Develop use of Toe flutters, Jazz hands and Egyptian movements to theme <p>To know how to compose a dance that reflects the chosen dance style using some basic steps.</p> <ul style="list-style-type: none"> Children to develop an 8 phrase routine including repeating movements, small group and individual dance movements <p>To know how to confidently improvise with a partner or on their own.</p> <ul style="list-style-type: none"> To develop creative work with partners and use stimuli to choreograph own phrase <p>To know how to compose longer dance sequences in a small group with fluency and expression.</p> <ul style="list-style-type: none"> To develop use of kicks and to control speed in time to the music, Fluency and control is required to perform in unison from very slow to fast. <p>To know how to identify and repeat the movement patterns and actions</p> <ul style="list-style-type: none"> Identify repeat phrase in music and recognise when this repeats during dance routine 	<p>Precision motif kick ball change jive kicks flicks spatial awareness dynamics spins</p> <p>Movement Sharp Roll repeat sequence control</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance Theme.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p> <p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>
<p>Year 5/6 Year A Pump It UP</p>	<p>To know that warm up, cool down and spatial awareness are important.</p> <ul style="list-style-type: none"> A warm up should include exercises for ankles, knees, hips, spine, shoulders, elbows and wrists with 6-8 repetitions of each exercise. By the end of the warm up you should feel warm, relaxed and ready to start dancing. <p>To know what Dance Music is and where it came from.</p>	<p>jagged angular, untangle</p> <p>improve,</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p>

	<ul style="list-style-type: none"> • Dance music is the umbrella term for a number of social dance styles including, but not limited to; Breaking, Hip Hop, Locking, Popping and House. • These styles are all independent styles in their own right, each with their own history and foundations, each visually looking very different. • The key elements which make street dance what it is are; groove, character, originality, intention, creativity and social interaction. <p>To know some movements from street dance and add timing and pace.</p> <ul style="list-style-type: none"> • The arm wave is a fundamental move in the dance style known as popping. Although it isn't a complicated move, it can bring a lot of motion to your dance. You start the wave on 1 arm, transition through your shoulders, then end the wave on the fingers of your other arm. Master the motions 1 at a time and practice often so you can add the arm wave to your dance routine. https://www.bbc.co.uk/programmes/p05cjz68 • Happy feet: start with your feet together and you're going to think that you want to pivot this way on your right heel like this. Your toes lift off the ground. You don't want to keep your toes here. You want to keep your toes up. Pivot. At the same time, you're going to do the opposite. You're going to keep the toe of your left foot on the floor. Your heel is going to go out this way. And down. • Tutting is a style of street dance modelled after Egyptian hieroglyphics. Tutting actions are performed to the rhythm of the music and involve moving the position of the body and limbs in a synchronized, robotic manner • Star Kicks v V Kick: boys use V Kick and girls use Star Kick in canon. These kicks stem from Break Dancing and will be performed as a dance off. <p>To know about locking and popping and how to include moves with confidence and fluency.</p> <ul style="list-style-type: none"> • Popping involves lots of sharp, rigid arm hits and stops mixed in with cool robotic body movements and twitching. Locking and popping are very similar and you could show the children examples: Alesha's street dance has good clips to copy from. There are many moves such as Scarecrow and snaking. tutorials:https://www.bbc.co.uk/programmes/p059x00v. <p>To know how to demonstrate imagination and creativity in the movements they devise in response to stimuli</p> <ul style="list-style-type: none"> • To use clips and tracks that the children are familiar with and use locking and popping moves and knowledge of pace and timing too. <p>To know how to use transitions to link motifs smoothly together.</p> <ul style="list-style-type: none"> • To use action, reaction, canon, unison motifs to use in sequences. • Action/reaction- A compositional element when working in a partner or group where the action/movement of one is followed by another e.g. through a bucket of water at someone, they we react and move. • Cannon-A motif in a partner or group which is repeated one person after the other e.g. Mexican wave. 	<p>release, powerful, delicate, direction, speed, dynamics, remember, timing, rhythm</p>	<p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p> <p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Choose and use criteria to evaluate own and others' performances.</p>
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	<ul style="list-style-type: none"> • Unison-A movement or stillness that is performed at the same time. <p>To know how to compose individual, partner and group dances that reflect the chosen dance style.</p> <ul style="list-style-type: none"> • Form into small groups- three/four. Create a short dance, lasting for four sets of eight counts, representing play. • Teach your action to the rest of the group. • Combine all actions together, try to make the actions flow • Consider the order of the actions, timing, rhythm, speed. • Will all the actions be performed together- unison? Or will you use canon, action/reaction? • • Develop group formations and spatial pattern. <p>To know how to improvise a sequence ensuring that their actions fit the rhythm of the music as a result of peer review</p> <ul style="list-style-type: none"> • Children should comment on each others dancing and how peers can improve. They should use the appropriate vocabulary to make useful comments and even record using ipads. <p>To know how to explain why they have used particular skills or techniques, and the effect they have had on their performance</p> <ul style="list-style-type: none"> • To be able to review own techniques and how they could improve. To know own strengths and weaknesses and how to communicate this. 		
<p>Year 5/6 Year B Can't Handle Me</p>	<p>To know how important warming up and stretching is in dance</p> <ul style="list-style-type: none"> • Stretching your hip flexors is the best way to improve both flexibility and coordination, especially for dancers. • Begin with kneeling down on your left knee and place your right foot flat on the floor in front of you and bend at the knee. • Lean forward, stretching your left hip toward the floor. <p>To know how to move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>To know about R&B and some history.</p> <ul style="list-style-type: none"> • Rhythm and blues, commonly known as R&B, is a musical genre developed by Black Americans in the 1940s that's been continuously refined through the present day. R&B derived from gospel, jazz, folk, and traditional blues music and emerged in tandem with rock 'n' roll. 	<p>R&B Technique</p> <p>Rhythmic Compose Fluency Motion</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p>

To know how to thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

- Modify some elements of a sequence as a result of self and peer evaluation.
- To undertake some peer reviewing.
- What should the movements look like and how could they be improved?
- To use particular vocabulary to support peers and help techniques.

Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.

Show a change of pace and timing in their movements.

Move rhythmically and accurately in dance sequences.

Improvise with confidence, still demonstrating fluency across their sequence

Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences.

Modify some elements of a sequence as a result of self and peer evaluation.

Use complex dance vocabulary to compare and improve work

Link actions to create a complex sequence using a full range of movement.

Perform the sequence in time to music.

Perform and apply a variety of skills and techniques confidently, consistently and with precision.